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ABSTRACT

This teaching unit on body movement is part of the Health Occupations Career Cluster included in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education). The units are designed to provide the classroom teacher with a source of career-related activities linking first and second grade classroom experiences with the world of work. Each unit follows a typical format that includes the unit rationale, goals, performance objectives, entry-level assessment, suggested instructional materials (including books, films, and filmstrips), and instructional strategy. The instructional strategy section contains eight lessons designed to make the student aware of body movement, and to implement with performance skills. Each lesson is comprised of the following sections: purpose, materials, introduction, class activities, and summary activity. Task cards are appended. (This guide is one of fourteen in the series for grades 1 and 2.) (IRA)

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OFFICE OF CLAUDE W. RICHARDSON
KERN COUNTY SUPERINTENDENT OF SCHOOLS
Division of Instructional Services

Project CHOICE
#168

A CAREER UNIT FOR GRADES K-2

BODY MOVEMENT

(Health Occupations Career Cluster)

CE025887

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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October, 1979

FOREWORD

Project CHOICE: Children Have Options in Career Education, is an Exemplary Project from the San Diego City School District, which has been adapted, with ESEA Title IV-C funding, for Kern County Schools.

Through Project CHOICE, units have been developed to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. All students, regardless of their post-high school plans, share an equal need for career awareness, decision making skills, and other elements of career education. This goal can be accomplished if all teachers and counselors "fit" the appropriate units where they best apply in the curriculum.

We are indebted to the San Diego City School District, and the Project CHOICE staff, for developing and field testing the original units.

For their excellent work in re-writing the units in order to adapt them for use in Kern County Schools, we wish to recognize:

Patricia Alexander
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BODY MOVEMENT

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Health Occupations Career Cluster

BODY MOVEMENT

TEACHER'S GUIDE

RATIONALE

Physical fitness is important as we prepare ourselves for the world of work. Included in this unit are activities designed to make the child aware of body movement, and to implement with performance skills. Motor development begins at birth and is a primary goal of education. This unit is not meant to be a part of a sequential Physical Education program, but to serve as an awareness and appreciation for physical fitness and the need for physical fitness in a variety of careers.

GOALS

The students will gain knowledge about:

- Activities they do at home which require body movement.
- Activities they do at school which require body movement.
- Relationship between home and school activities which require body movement.
- The need for physical fitness in a variety of careers.
- Why people choose the careers they do.
- How movement exploration is applicable or relevant to them as they prepare for a career.
- The vocabulary for specific body movements.
- Performing sensorimotor skills.

PERFORMANCE OBJECTIVES

By the end of this unit, students will be able to:

- Describe or show three kinds of body movements in activities used at home.
- Describe or show three different kinds of body movements in activities used at school.
- Tell or show what kinds of body movements people in two different jobs use.

- Describe why a person may choose a particular career, and what physical movements would be appropriate for this job.
- Give two reasons why keeping physically fit is important as they grow up.
- Perform at least ten sensorimotor skills.

ENTRY LEVEL ASSESSMENT

Use this informal inventory to determine class awareness of the knowledge they have of body movements and related careers:

1. Name some body movements you make when you do activities at home.
2. Name some body movements you make when you do activities at school.
3. Name several kinds of jobs.
4. Tell what body movements you would make in a job you name.
5. Tell why keeping physically fit is important as you prepare yourself for the time you are not in school.

EVALUATION

The final lesson has been set aside for evaluation. The Entry Level Assessment may be used as a pretest as well as a post test, or the teacher may wish to develop his/her own. Responses may be taped or written, so that comparisons may be made in order to determine how well pupils have achieved the objectives.

THE USE OF TASK CARDS

The use of the task cards would be greatly facilitated by parent volunteers, cross-aged tutors, student teachers, student tutors or teacher assistants. The size of groups doing the given tasks will depend on class make up, room arrangement and the facilities at your location. It is not the intention that all task cards be completed by every student. In some instances total group activities of one task card would satisfy the purpose.

In using the task cards, as in any body movement activities, first establish safety procedures whether for large or small groups. Listed are aspects to consider in safety:

1. Health of each child.
2. Inherent hazards in the movement.
3. Safe location for activity.
4. Selection of size of group.
5. Safe equipment and supplies.
6. First aid and emergency care.

SUGGESTED INSTRUCTIONAL MATERIALS

The following materials and equipment should be used in this unit:

- Films, as listed.
- Books, as listed.
- Film projector.
- Record player.

Records

And the Beat Goes on for Physical Education - Elementary
Clap, Snap, and Tap
Fitness Experience
Fun Activities for Fine Motor Skills
Words and Movement About Myself and Musical Games
Sensorimotor Training in the Classroom
Body Awareness and Position in Space
Developing Perceptual Motor Needs
Honor Your Partner, Album #24
Rhythms for Physical Education
Physical Fitness for Pre-School
Pre-School Activities
Perceptual-Motor Rhythm Games
Rhythmic Activity Songs for Primary Grades, Vol. 1

Books

Teaching with Rhythmic Activities
Making Music Your Own
This Is Music

AVAILABLE IN INSTRUCTIONAL RESOURCE CENTER (IRC): OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS
(Please preview first, to be certain of suitability for specific students and situations.)

Films

4763 Basic Movement Skills
7298 Balance Skills
7031 Animal Capers for Fun and Fitness
3758 Busy Bodies
525 Thinking, Moving, Learning (Teacher)
4320 Movement Exploration: What Am I?

7258 Mechanical Capers for Fun and Fitness
3497 Move (Teacher)
7259 Movement Exploration (Teacher)
4789 Rhythmic Ball Skills
3569 Understanding Space and Directional Movements

2071 Tumbling - Primary Skills

RESOURCE PERSONS

The following resource persons may be utilized in this unit:

- School workers.
- Community workers.

- DuFresne Dance Arts; contact Diane Contreras, 324-9287, Bakersfield.

INSTRUCTIONAL STRATEGY: LESSONS 1-8

Lesson 1

PURPOSE

To explore the awareness of body movements we make at home. To perform the skills that will enhance body movements that are made.

MATERIALS

1. Task cards 1 through 5.
2. Record: (if available) Sensorimotor Training in the Classroom - Side B. 1. Small Muscle, or substitute appropriate available record.
3. Entry Level Assessment.

INTRODUCTION

Administer Entry Leval Assessment, then ask:
"Will someone think of something you do at home where your hands need to work together?"
Example - tying shoes, putting on clothes.
"Are these large movements or small movements?"
"Will someone think of something you do at home where your feet have to work together?"
Example - walk, run, skip.
"Are these larger movements than movements you make when tying shoes?"
Have children demonstrate all of the movements discussed.

CLASS ACTIVITIES

1. Pre-test.
2. Tell the children: "We are going to do some activities that will help us practice control of our body."
3. Record, if available.
4. Task cards.

SUMMARY

Discuss the body movements you have made. Classify whether they are large or small. Recall vocabulary.

Lesson 2

PURPOSE

To explore the awareness of what kind of body movements we make at school. To perform the skills that will enhance body movements that are made.

MATERIALS

1. Song: Open, Shut Them (Making Music Your Own, page 14; also in other music books and recordings.)
2. Piano.
3. Task cards 6, 7, 8, 9.

INTRODUCTION

Teach Open, Shut Them. Ask: Who can think of something you do at school where your eyes and hands work together?"
Example: bounce ball, bean bag tossing.
Have child demonstrate his answers.
Ask: "Who can think of something we do at school where your eyes and feet work together?"
Example: hop scotch, jump rope.
Have the movements demonstrated.

CLASS ACTIVITIES

1. Tell the children: "We are going to practice some body movements that will help us control our body."
2. Task cards.

SUMMARY

Discuss the body movements you participated in.
Ask: "Why do you think it important to do excercises?"

Lesson 3

PURPOSE

To perform body movements that are essential to all basic locomotor, and axial movements used at home and school.

MATERIALS

1. Film projector.
2. Films about body movement.*

   *Suggested films available from IRC, Kern County Superintendent of Schools Office:

   3758 Busy Bodies
   4763 Basic Movement Skills

3. Book: (If available) Making Music Your Own, Walk to School, page 7 (or other suitable books or recordings.)
4. Task cards 10, 11, 12, 13, 14.

INTRODUCTION

Sing Open, Shut Them. Teach Walk to School, if available. Use suggestions on bottom of page to make other movements. Tell the class you are going to show them films of some body movements.

CLASS ACTIVITIES

1. View film.
2. Task cards.

SUMMARY

Have the children describe three kinds of body movements used at home and at school. Have the whole class perform them.

Lesson 4

PURPOSE

To observe people working. To create an awareness of kinds of body movements that are needed in their job. (State ways in which activities we have been doing have helped them as students and as children to meet demands of their lives. Speculate on the effects of these experiences when they become workers.)

MATERIALS

1. Workers at school (custodian, nurse, gardener, secretary.)
   or
2. If more appropriate for your school site, use community resources for a walking field trip (e.g., gas station, laundry, fire station.)

3. Permission slips, if walking field trip selected.

INTRODUCTION

Say: "Today we are going to see some people working. Watch carefully what they do, and how they move their body to do their job."

CLASS ACTIVITIES

1. Walking trip to watch school employees at work.
   or
2. Field trip, if appropriate.

SUMMARY

Discuss what workers you saw. List with the children what their job is named.

Lesson 5

PURPOSE

To recall the field trip, name the workers and have the opportunity to describe and perform the body movements of those observed.

MATERIALS

1. Book: (If available) This Is Music, Johnny Works With One Hammer, page 73 (or other available books or recordings.)

2. Task card 15.

INTRODUCTION

Say: "Today we are going to recall the people we saw working their jobs."

CLASS ACTIVITIES

1. List again the workers the class saw and describe the kind of work they do, and the kind of body movements they make.

2. Sing Johnny Works With One Hammer, or other selections.

3. Task card.

SUMMARY

Select one person from each group to pantomime one of the workers, and have the class guess which worker it is. Discuss why it is important for each worker to keep fit for his job.

Lesson 6

PURPOSE

To discuss jobs we have talked about and perform physical movements which would be appropriate for keeping this worker physically fit.

MATERIALS

1. List of workers from Lesson 5.

INTRODUCTION

Say: "We have talked about different jobs. Today we are going to think about these jobs and do some body movements which would be helpful in keeping this worker physically fit."

CLASS ACTIVITIES

1. Talk about the workers. As you go through them, say: "What are some tasks this worker does on his job? Show what movements this worker does on his job." Have one child demonstrate and the whole class participate. (Encourage the use of body movement vocabulary e.g., bend, twist, swing, pull, roll, toss, hop, jump, climb, forward, backward.) Then say: "Show another exercise which would help in keeping the worker physically fit." Select a child to demonstrate and have the whole class participate. Then say: "Think of jobs you would like to do. Describe physical movements this worker uses." After one child demonstrates have the whole class participate.

SUMMARY

Summarize with the children why these workers would be more efficient, alert and happy in their jobs if they are physically fit.

Lesson 7

PURPOSE

To have children state ways in which activities we have been doing have helped them as students and as children to meet the demands of their daily jobs. To give reasons why keeping physically fit now is important for preparing them for workers.

MATERIALS

Task cards 1 through 19.

INTRODUCTION

Ask: "What are your jobs as students and children?" Tell the children we are going to discuss what body movements we have been making to help them in their jobs.

CLASS ACTIVITIES

1. Ask the children to name some physical activities we have been doing.
2. Ask: "Is it easy for all of you to snap your fingers? Skip?"
3. Ask: "Do you think it is a good thing to practice what is hard for you? Why?"
4. Ask: "Why is keeping physically fit important as you grow up?"
5. Tell them they are going to choose task cards from all the ones we've used. Suggest they choose ones that are hard for them to do, so they can practice being more physically fit.

SUMMARY

Summarize: "You are probably more aware of physical movements you make and why it is important to practice the body movements that are hard for you."

Lesson 8

PURPOSE To enable the children to assess their awareness of the physical activities they perform and why keeping physically fit is important.

MATERIALS

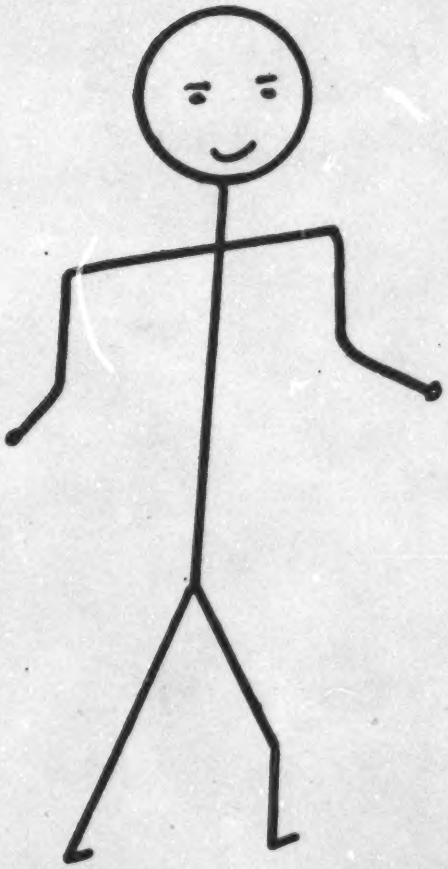
1. Cassette or recorder.
2. Tape from pre-test.
3. Entry Level Assessment.
4. Books: (If available) This Is Music, Johnny Works With One Hammer, page 15 and When I Grow Up, page 16. Making Music Your Own, Open, Shut Them, page 14, and Walk to School, page 7.

INTRODUCTION Say: "Today we are going to find out about movement and why being physically fit is important."

CLASS ACTIVITIES

1. Listen to pre-test tape.
2. Make new tape as a post test.

SUMMARY Encourage the children to discuss the body movements they found the most fun. Sing for fun any of the songs listed above.



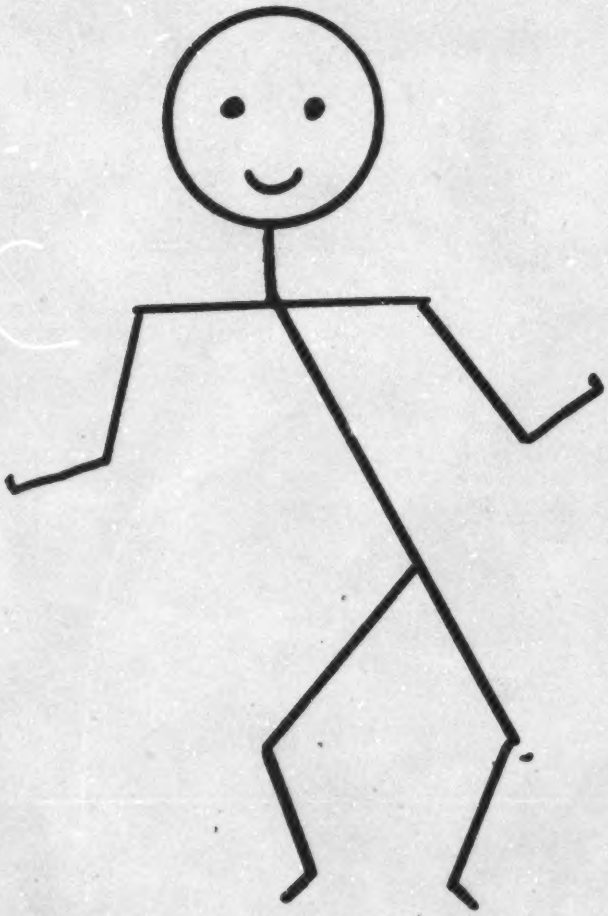
You need:

1. Yourself

Let us see how many ways you can walk.

Walk the way you would if:

1. You just broke your balloon.
2. You were late to school.
3. You lost your sweater.
4. You found a dime.
5. You thought you saw a monster.
6. You were going to buy an ice cream cone.



You need:

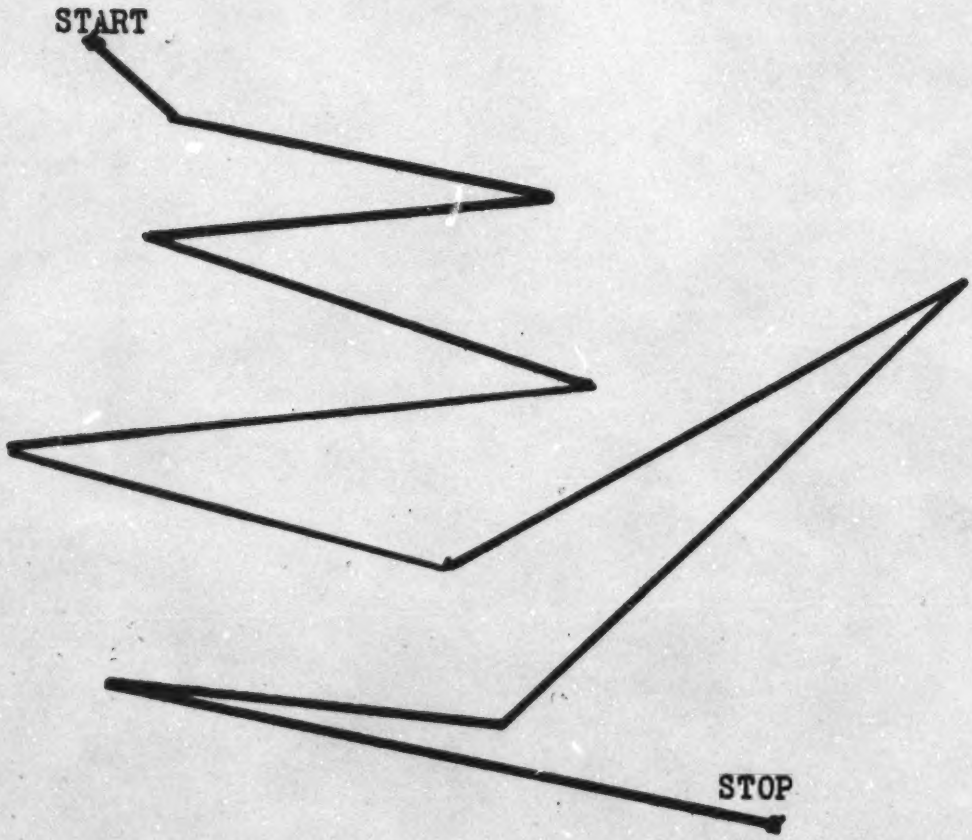
1. good ears
2. your body

-Stand, bend your body forward, backward, and to each side.

-Stand, twist your body all the way to one side, then all the way to the other side.

-Sway your body forward, sideways and backward.

-Move your whole body like you are a swing.



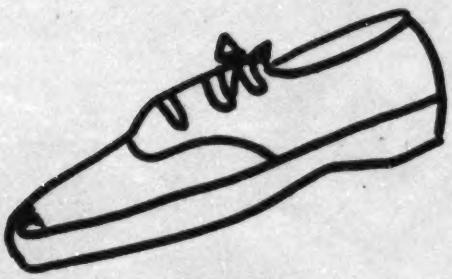
You need:

1. A large piece of butcher paper, with a pattern drawn on it.

Walk the pattern on the paper.

Tiptoe the pattern on the paper.

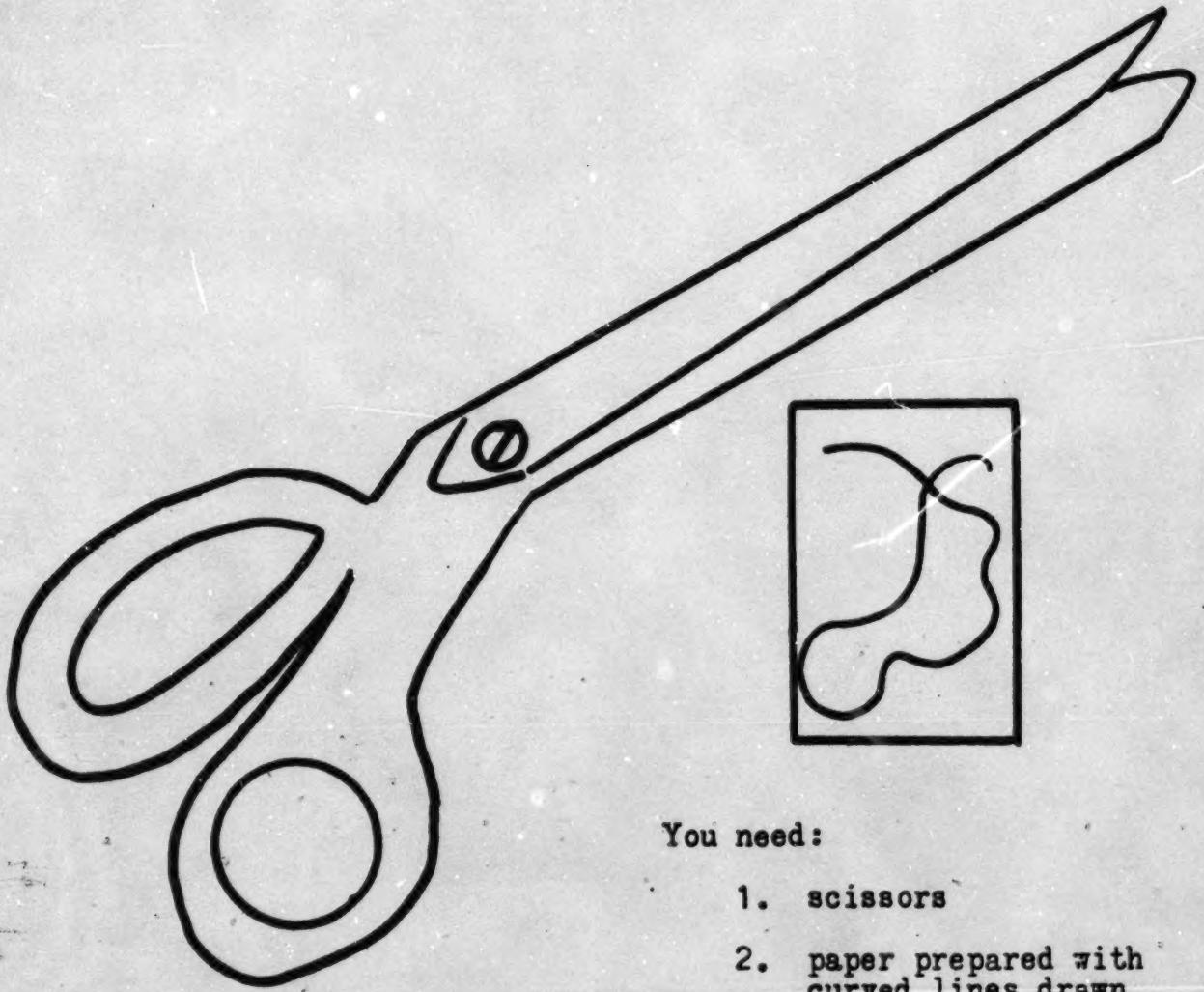
YOU NEED YOUR SHOES



Tie your shoe laces the very best you can.

Tie a friend's shoe laces; do your very best.

TASK CARD 5



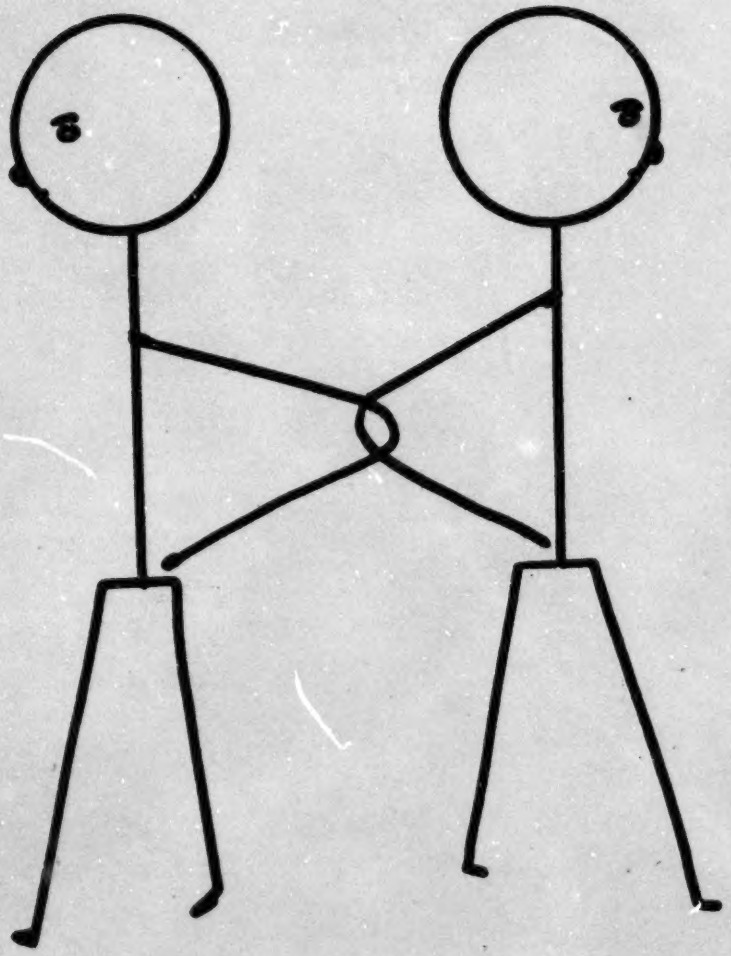
You need:

1. scissors
2. paper prepared with curved lines drawn on it.

Cut the lines on the paper.

Try to stay right on the lines.

TASK CARD 6

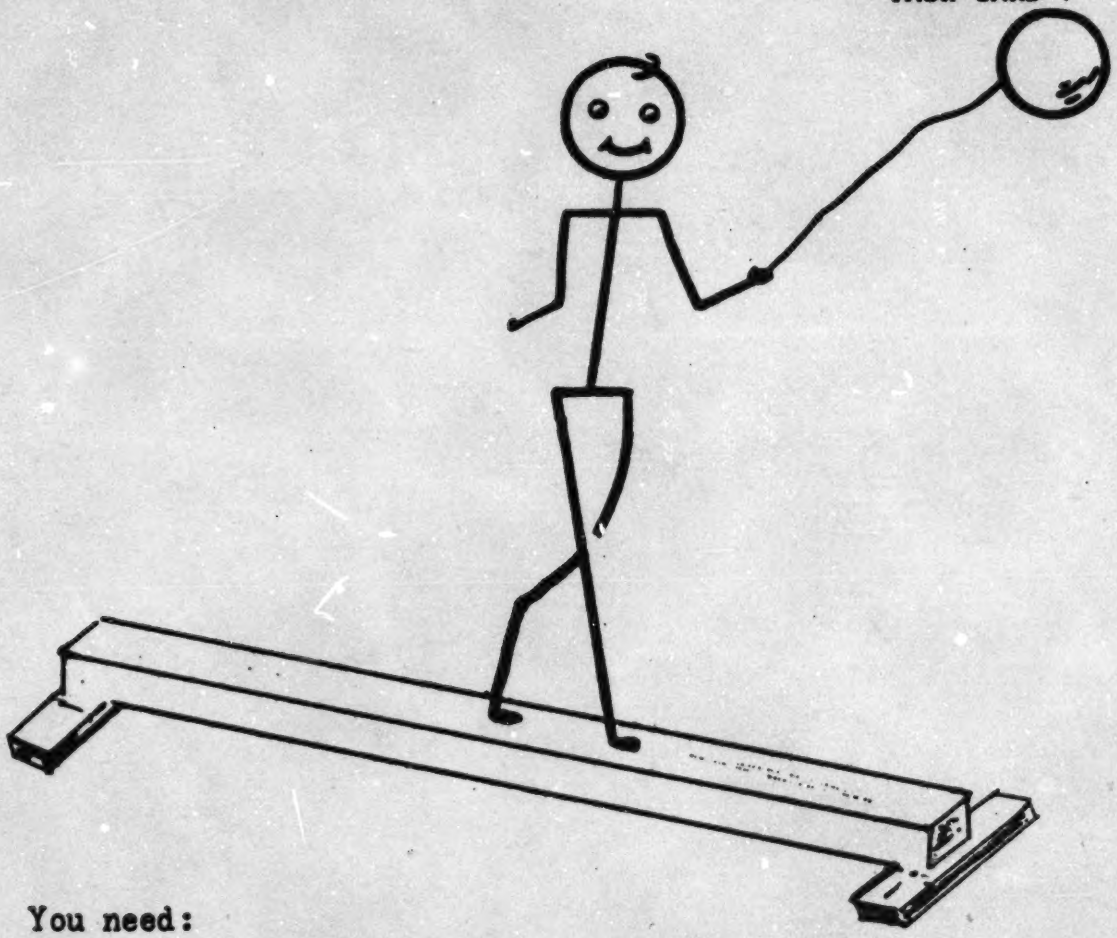


You need:

Two people

Stand back to back with a friend, linking elbows. Walk together three steps forward and three steps backward.

TASK CARD 7



You need:

1. Walking board/balance beam/ledge of sandbox
2. Directions for making Walking Board, next page.

Practice using the balance beam.

Walk forward slowly heel to toe

Walk to the middle, when you reach the middle, turn walk backwards to the end.

Walk across sideways

Walk forward with your hands over your head.

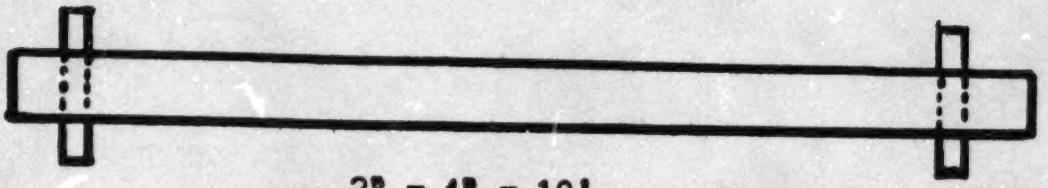
Walk backwards with an eraser on top of your head.

Walk backwards with arms held straight out in front.

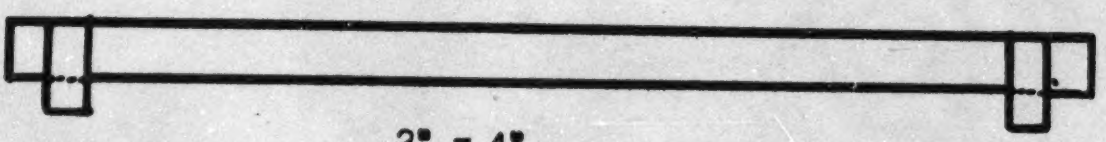
Walk on beam using your hands and feet.

Walk across beam forward with your hands straight in front.

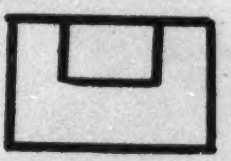
WALKING BOARD



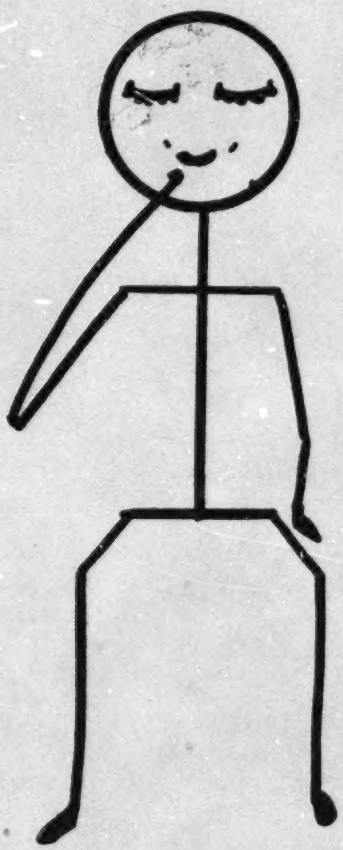
2" x 4" x 10'



2" x 4"



TASK CARD 8



You need:

To listen

Close your eyes and point --

to your neck

to your ankles

to your wrists

to your chin

to your thighs

to your knees

to your lips

to your nose

Up

Down

Behind you

In front of you

to the flag

to the bookcase

to the wastebasket

to the easel

to the blocks

to the windows

to the door

to the closet

to the phonograph

to the chalkboard

to the drinking faucet

to the paper towels

You need:

Paper and crayons
or
Clay
or
Pipe cleaners

Make a figure that shows what you would like to be when you grow up. Share it with your friends.

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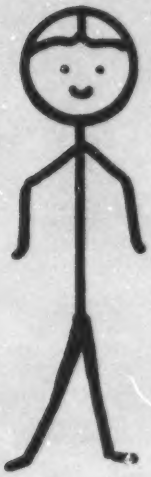
You need:

1. One half-sheet newspaper
2. Chair

Place the newspaper on the floor in front of the chair. Sit in the chair and put one arm in back of you. With your free hand pick up the newspaper and crush it together to form a small ball. Do not use your body tohelp you. When it is as small as you can make it, smooth it out and repeat the process with your other hand.



You need:

Ability to balance

-Sit on the floor, stand up keeping your arms folded on your chest.

-Stand on one foot with your eyes open.

-Stand on the other foot with your eyes open.

-Stand on one foot with your eyes closed.

-Stand on the other foot with your eyes closed.

-Balance on your tiptoes for the count of 8.

-Balance on one foot for the count of 5.

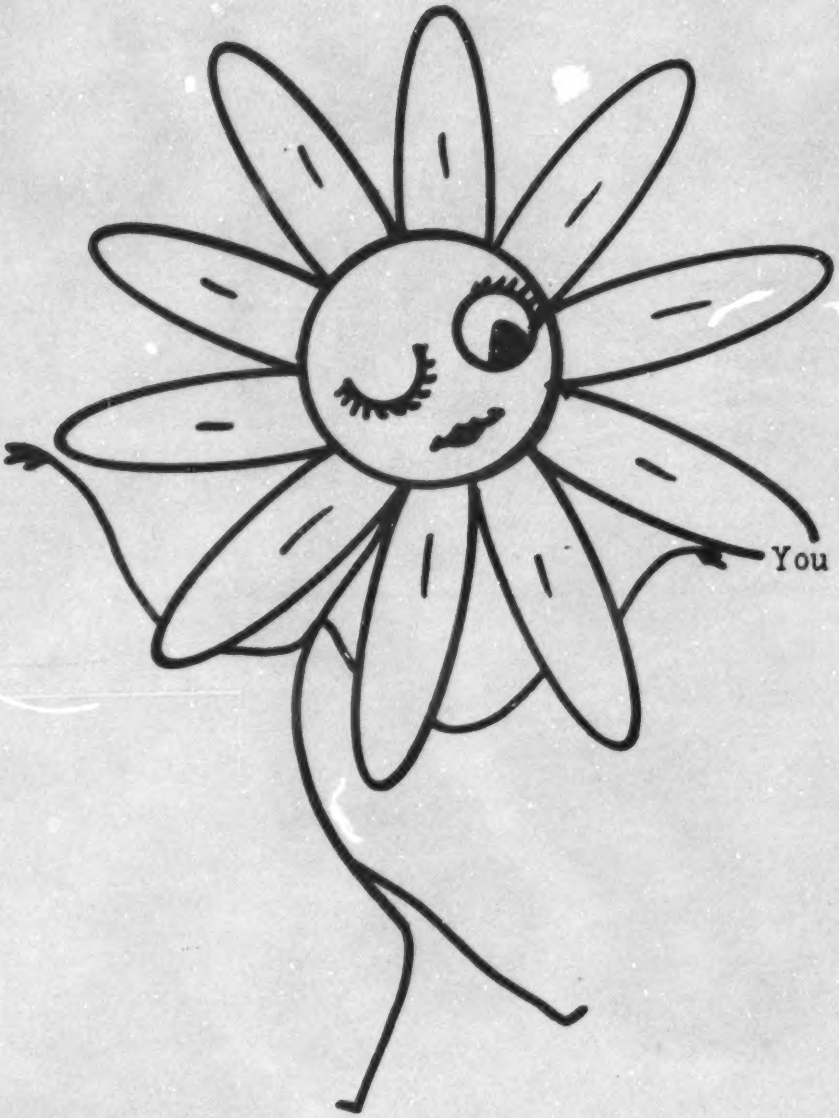
-Balance on the other foot for the count of 5.

-Walk forward on your knees.

-Walk backward on your knees.

-Jump on one foot with your eyes closed. Now, on the other foot.

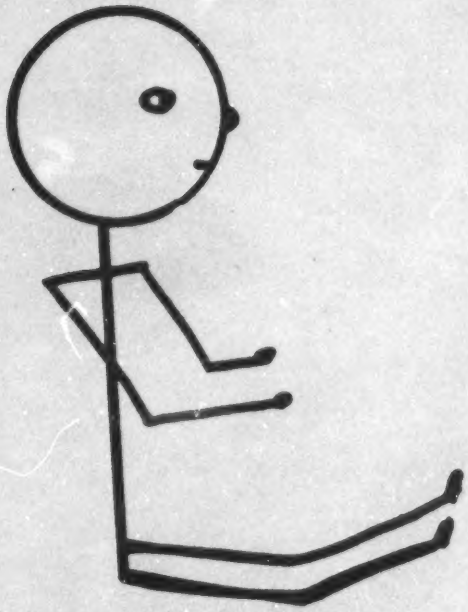
-Repeat all the activities. See if you can do better.



You need:

Your whole body

Make up some movements that are large movements. Share your movement. Invite your friends to do your movement. Let everyone have a turn to create a movement.



You need:

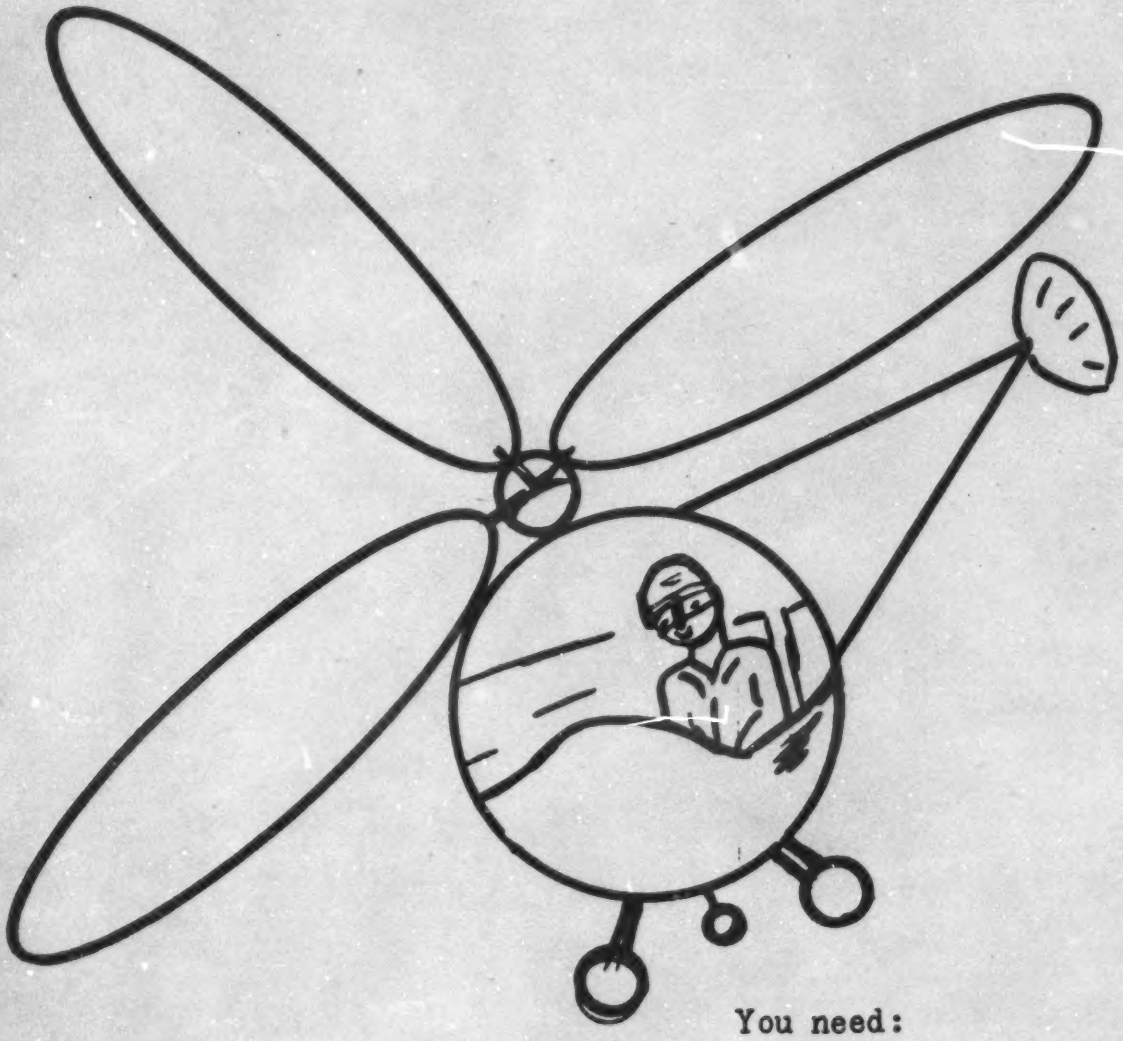
Your body

-Lie on your back with your arms overhead. Sit up bringing your arms forward.

-Lie on your back with your feet in the air. Pretend you are riding a bicycle.

-Lie on your back with your legs straight. Raise one leg, then the other.

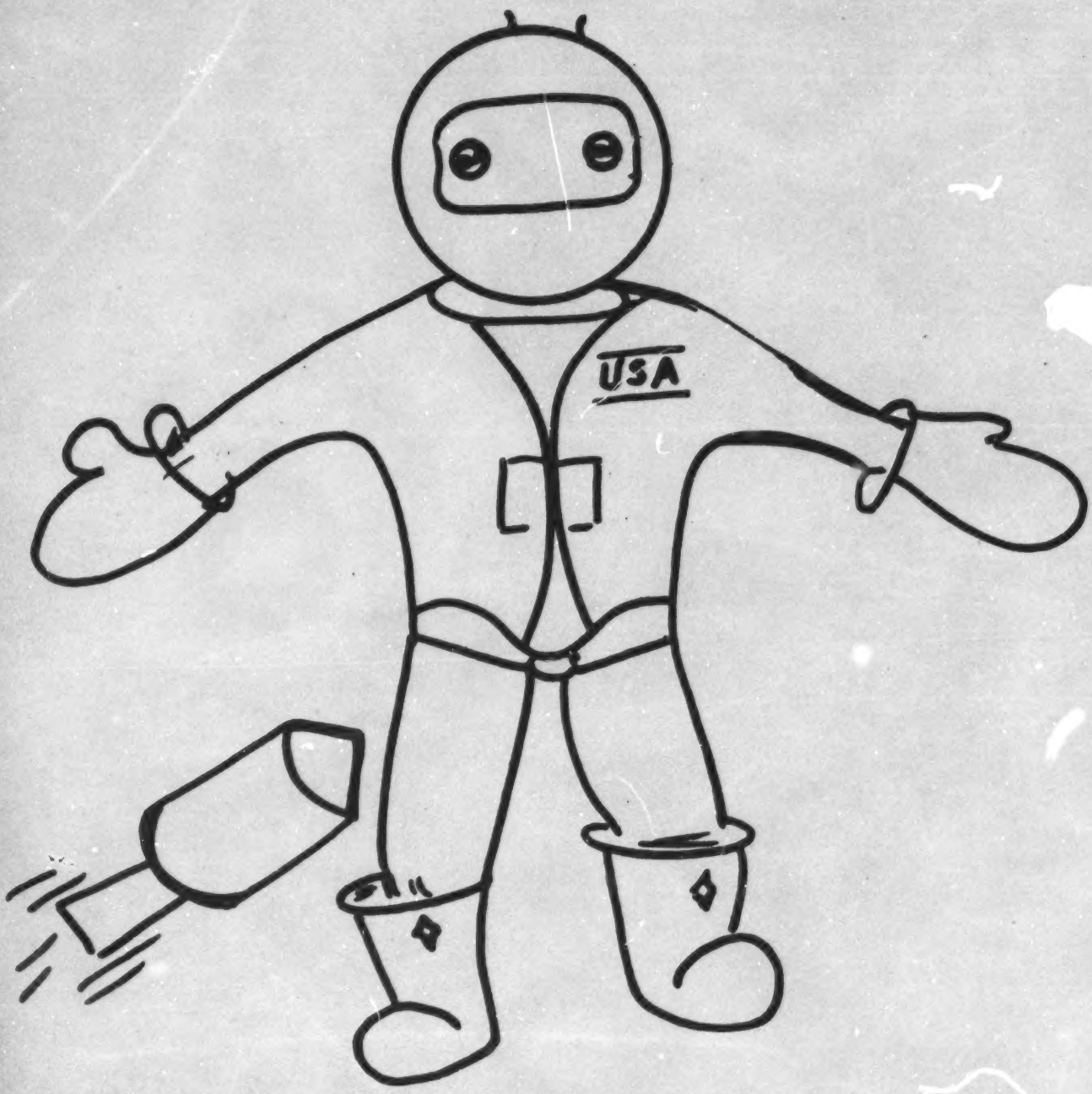
-Lie on your back with your legs straight. Cross one leg over the other and place it flat on the floor. Repeat with the other leg.



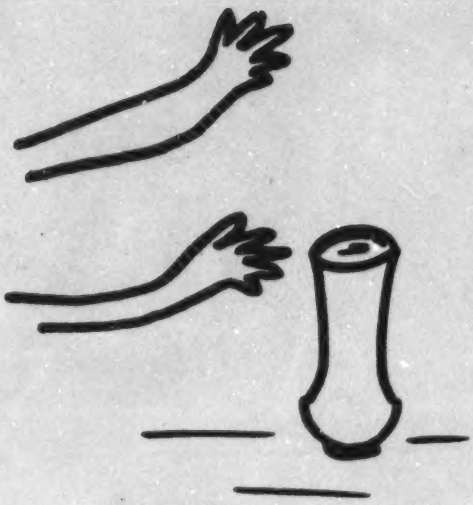
You need:

1. paper
2. tempera paints

Paint a picture that shows what you want to be when you grow up.



Divide the class into as many groups as the number of workers you observed. Take turns within your group to pantomime the physical activities of the persons you saw working.



You need:

1. Clothespins
2. Collection of small objects (e.g., jacks, chalk, paper clips)
3. Your hands
4. Small bottle
5. Small box

-Close your hands, make them into tight fists

-Take a clothespin, use it to pick up small objects and drop them into a small bottle

-Snap the fingers of one hand

-Snap the fingers of the other hand

-Pick up small objects with two fingers; drop into a small box

-Hold your hand in front of you, facing each other. Tap each finger of one hand, 10 times into the palm of the other hand. Use your other hand and repeat the activity.

-Clap your hands together using only your fingertips.

You need:

Yourself

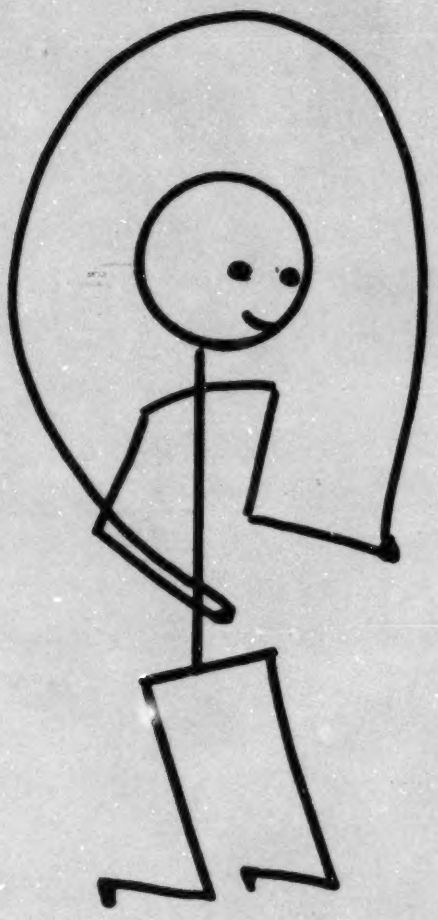
-Stretch your arms over your head. Make yourself as tall as you can.

-Hold your arms straight out at the sides. Keep your arms straight, move arms forward in small circles. Now, move them backwards.

-Run in place.

-Hop on one foot 5 times, then on the other foot.

-Jump, feet together, 2 jumps forward, and 2 jumps backward.



You need:

A jump rope

Use your jump rope to:

-Jump forward with your feet together.

-See how many times you can jump without missing.

-Jump as fast as you can.

-Jump backward.

You need:

1. Workers' pictures used in Lesson 6
2. A good imagination

Look at the workers' pictures. Act without words some tasks he/she might perform. See if a friend can guess who you are. When you are ready to begin your pantomime say "Action". When you are finished, say "Cut".